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## Editorial 13.1

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## Editorial 13.1

In this first editorial of 2016 I have some exciting news to share with the readership. Firstly the journal has recently been accepted for inclusion in Scopus, with the increase in citations from the journal being mentioned as noteworthy. Thanks goes to Dr Alisa Percy for her work on helping the journal gain this recognition, as well as acknowledgement to previous editors. Secondly this year we shall be publishing two special issues in addition to the three regular releases:

- Reflection for Learning in Higher Education, Guest Editor Dr Marina Harvey (April, 2016)
- Dystopia or Utopia: Emerging Visions for the Future of Learning and Teaching Practice in collaboration with the Council of Australian Directors of Academic Development (CADAD) (September, 2016)

In this first issue of the year we again provide a range of papers starting with a focus on assessment and feedback for the first three papers (McKevitt; Douglas; and Lehan). Peer-led-team learning is the focus of the Carlson paper exploring this approach for STEM education. Pedagogy in the Law discipline is the topic of the Kennedy piece followed by first year experience for pre-service teachers (Larkin). The last paper examines critical reading and writing in research subjects (Wiles). The collection is completed by a book review by Delahunty – *Fostering Self-Efficacy in Higher Education Studies*.

The final piece of news is that this will be my last editorial as Senior Editor as I am heading to WA to take up a new role. I have very much enjoyed being part of this journal and thank all involved for their support during my time. I wish the editorial team and authors all the best in their work in continuing to develop university teaching and learning practice.

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